

**The Report of the
Accreditation Visiting Team**

**Taylorsville High School
5225 South Redwood Road
Taylorsville, Utah 84123**

January 21-22, 2004



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Taylorsville High School
5225 South Redwood Road
Taylorsville, Utah 84123**

January 21-22, 2004

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction**

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Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, January 21-22, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Taylorsville High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Jerry Haslam is commended.

The staff and administration are congratulated for the generally fine program being provided for Taylorsville High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Taylorsville High School.

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10/30/03

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Daryl Thomas..... Director, Research, Assessment & Evaluation
Bob Ward..... Director School Food Services
Hiagi Wesley..... Director, Educational Equity
Scott Whipple..... Director, Granite Education Foundation

TAYLORSVILLE HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Jerry Haslam	Principal
Eric Bergmann	Assistant Principal
Fred Crawford	Assistant Principal
Clay Pearce	Assistant Principal

Counseling

Pamela Jensen	Counselor
Joyce Jones	Counselor
Guy Padjen	Counselor
David Robison	Counselor
Lorri Scott	Counselor
Judy Whitaker	Career Center Counselor

Support Staff

Secretarial

Kim Lamb	Secretary
Ruby Leatherwood	Secretary
Nina Parish	Secretary
Carla Park	Secretary
Debbie Paul	Secretary
Connie Taney	Secretary
Kathy Withers	Secretary

Custodial

Paula Butcher	Head Custodian
Arlene Andus	Custodian
Jorge Delgadillo	Custodian
Keith Hunter	Custodian
Carol McEwan	Custodian
Daniel Pirillo	Custodian
Gary Schmitt	Custodian

Cafeteria

Bonnie Pentico	Cafeteria Manager
Peggy Goodsell	Cafeteria

Cindy Moser.....	Cafeteria
Katherin Poleviyoma	Cafeteria
Joann Rasmussen	Cafeteria

Faculty

Lyn Aalen
 Liz Anderson
 Linda Beisel
 Jim Bernini
 Ben Bolduc
 Nathaniel Bowen
 John Bowman
 Jane Brown
 Tamara Burnside
 Beth Cash
 Jamie Chinn
 Richard Clawson
 Carolee Cluny
 Susan Cramblitt
 Robert Crane
 Carl Crowther
 George Curtis
 C Derres-Davenport
 Matt Dietz
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 Jill Egbert
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 Helen Hancey
 Shannon Hanks
 Alan Hansen
 Lance Hansen
 Richard Hansen
 Kevin Harward

Rich Hawkes
 John Heinkel
 Rachel Henderson
 Marian Hicks
 Darryl High
 Jennifer Hilton
 Kory Holdaway
 Charles Horton
 Kay Huntington
 Marra Hyde
 Jace Hymas
 Laura James
 Gary Jensen
 Jennifer Johnson
 Mike Johnson
 Jane Jones
 Margo Jones
 Robbin Jones
 Richard Kaelin
 Becky Kartchner
 Christine Katsilas
 George Knighton
 Nate Kruegar
 Dan Leatherwood
 Frances Loos
 Guy Mackay
 Chantley McMurdie
 Dave McOmie
 Mitzi Mitchell
 Brad Molen

Tom Molen
 Jill Muir
 Tracey North
 Jim Oblad
 Jay Olsen
 Janet Otterness
 Blaine Parker
 Emily Parrish
 Allen Pulley
 Ken Rasmussen
 John Rockwell
 Sherrie Samu
 Steve Schmid
 Robert Scott
 Steve Shoell
 Stephen Smith
 Craig Stone
 David Stratton
 Leah Tarrant
 Leigh VandenAkker
 Natalie Watts
 Mary Welsh
 Mike Woodford
 Steve Woolley
 Drew Yearby

TAYLORSVILLE HIGH SCHOOL

MISSION STATEMENT

To create an environment that promotes learning, values individuals and prepares all students for their future as positive, numerate, literate, and responsible citizens.

BELIEF STATEMENTS

1. All students will demonstrate grade-level competency in basic academic skills.
2. Students will demonstrate complex thinking skills through creative thinking, decision making, problem solving, knowing how to learn, and reasoning.
3. Students will demonstrate responsible citizenship through their personal responsibility, self-esteem, sociability, self-management, integrity, honesty, caring, respect for their living and learning environment, and respect for diversity.
4. Students will demonstrate workplace competencies.
5. Students will develop the skills necessary to be lifelong learners and to successfully participate in the American and global societies.
6. Students' learning will reflect the collaborative efforts of the entire Taylorsville community.

MEMBERS OF THE VISITING TEAM

Gwen Callahan, Emery High School, Emery School District,
Visiting Team Chairperson

Tim Lowe, Dixie High School, Washington School District

Lauren Goodsell, South Davis Jr. High School, Davis School District

Linda Sandstrom, Hillcrest High School, Jordan School District

Grady Smith, East High School, Salt Lake City District

Deborah Swenson, Jordan High School, Jordan School District

VISITING TEAM REPORT

TAYLORSVILLE HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Taylorsville High School is a large urban high school of 1900 10-12th grade students located in Taylorsville, Utah. It is the second newest high school in the Granite School District, having opened its doors to 1,567 students in the fall of 1981. Taylorsville High School has undergone a remarkable transformation. It has grown in numbers and changed in diversity.

a) *What significant findings were revealed by the school's analysis of its profile?*

Data has been collected from many sources. One significant finding was that there is a group of Polynesian and Hispanic students who are not performing well academically or involved in good attendance. Taylorsville responded to this data by hiring a Hispanic tutor and a Polynesian tutor to assist Hispanic and Polynesian students who are identified by their teachers as needing academic or behavioral assistance. Based on analysis of CRT results and assessments by English and Math teachers, after school English and Math labs have been created to tutor students and help remediate grades and citizenship. The school also hired additional math and English teachers to reduce sophomore class sizes to allow more individualized instruction. It should be noted that during SY 02-03 an assistant principal was assigned the duty of being the “go to” person for all matters pertaining to school data. This has helped the school focus on pertinent data and to better analyze it to identify who is and is not learning. As shown above, they are putting resources in areas where students need help.

b) *What modifications to the school profile should the school consider for the future?*

Although the data was collected, there were no conclusions made from the data. The Visiting Team feels that a good start has been made, and now it is time for the next step in the process.

Taylorsville High School has only recently been putting increased emphasis on consolidating school-wide data for more intense analysis. They should continue with this process to assist them identify where to put their resources. This will also assist them to update their action plan and tie it more closely with their DRSLs. Other suggested areas for inquiry are listed below:

Suggested Areas for Further Inquiry:

- Use CRT scores to make comparisons with other schools.
- Employ measurements other than testing.
- Include data on attendance and discipline records.
- Include teacher disclosure statements on goals.
- Include classroom observations and student work samples.
- Gather data on students at risk.
- Disaggregate and come to conclusions regarding student mobility rates.
- Explore the use of class grades (pass/fail rates) as part of the data.
- Incorporate ATE scores into assessment data.
- Investigate enrollment in upper level classes (AP and Honors) versus lower level.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The faculty has been tremendously active in the self-study process, as they have served on department committees and in focus groups during the accreditation process. However, students have been minimally involved in the process. Rationale for this decision by the school is discussed later in the report. One student served on a focus group committee. Some selected student groups were given the opportunity to review and give input on the mission, beliefs and DRSLs. Representative samples of students (10%), parents (46 of 224 surveyed – 20%), and faculty (98 %) took the NSSE Survey. Fewer parents got involved than desired in this process in spite of concerted efforts to do so through the Community Council and the PTSA. Parents were involved with Focus Groups, with reviewing the self-study, and to the extent possible, were provided training on the accreditation process. Taylorsville has included actions in their Action Plan to not only involve more parents, but to get students and business partners more involved in this process.

Some students also took the NSSE Survey. There was not much parent involvement in this process. There was some attempt by the administration to involve parents through the School Community Council, but with limited success. There was also limited feedback from parents on the NSSE Survey.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The data used in the school's self-study was not adequately analyzed, and no summary data was provided showing the school's intent to determine strengths

and limitations. Categories were not developed describing what the school was doing well and where it needed to improve. Action plans did not refer back to the school's DRSLs. They also did not specify action steps that would remediate the areas in need of improvement.

As mentioned previously, Taylorsville has begun to focus more closely on the data to assess strengths and weaknesses to better apply their resources. They also used the seven focus group rubrics and the Eleven Essential Questions for Department Analysis as guidelines to their self-study. Using these formats, each focus group and each department identified areas of strength and areas for growth. Areas for growth were translated into action items in their action plan. As discussed in more detail later in the report, the Action Plan as published is primarily a first draft as it was the last portion of the accreditation report to be prepared. Taylorsville related to the visiting team, the need to do a thorough analysis of the Action Plan to align it with the DRSLs, tie all actions to the self-study, make actions measurable, and eliminate superfluous actions. The process for doing this is identified later in the report.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Taylorsville school's desired results for student learning (DRSLs) are as follows:

1. All students will demonstrate grade-level competency in basic academic skills.
2. Students will demonstrate complex thinking skills through creative thinking, decision making, problem solving, knowing how to learn, and reasoning.
3. Students will demonstrate responsible citizenship through their personal responsibility, self-esteem, sociability, self-management, integrity, honesty, caring, respect for their living and learning environment, and respect for diversity.
4. Students will demonstrate workplace competencies.
5. Students will develop the skills necessary to be lifelong learners and to successfully participate in the American and global societies.
6. Students' learning will reflect the collaborative efforts of the entire Taylorsville community.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The school has worked to create a shared vision. The shared vision reflects the district mandatory elements, plus one more to encompass every other issue the school wanted to address. The mission statement has not been readdressed since its construction. The Visiting Team felt it would be important for the school to re-evaluate the mission statement to make sure it reflects the findings of the school's study.

The school mission statement was created from one that the school has historically followed. It was modified to reflect the current school climate. Once modified, it was open for review by the faculty in large and small group sessions and then published along with the schools beliefs and DRSLs. Once published, a working draft was placed on the wall in the principal's office for several months to allow faculty and staff to make recommended changes. Additionally, students who represented a cross section of the school were given copies of the mission, DRSLs and beliefs to allow them to comment on their level of understanding of each one and to suggest recommended changes. From this work, changes were made and the need to clarify the meaning was identified. It is the intent of the school to keep the current mission in place and evaluate it as a routine step in the ongoing accreditation process.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

It is apparent that the faculty and staff of Taylorsville High School care a great deal about the students they teach. There is a welcoming atmosphere at the school. The faculty works well together to try to meet the academic needs of students.

The Visiting Team found that a second set of belief statements included the concept that all stakeholders worked together in a cooperative effort. While a parent was involved in each of the focus groups, the other stakeholders were not a part of the development of these beliefs. Taylorsville identified this short-coming to the visiting team and explained their efforts to re-energize business partnerships and to get parents more involved in the process. These are already actions identified in their action plan. It is clear this school understands that for a community to function as such, all of the affected members need to be involved.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

Using a core group of faculty members, who represented the different departments, the DRSLs were constructed based on the Utah Life Skills and SCANS. The draft DRSLs were brought back to the entire faculty for input. After several full staff meetings and small working groups involving the entire faculty and staff, the final DRSLs were condensed and finalized. As in "a" above,

Taylorsville identified getting all stakeholders involved with the DRSLs as an issue. It should be noted that this school chose to delay getting students involved with developing DRSLs, mission, and beliefs until after they were created. This was a management decision based on the extensive effort made by the faculty to understand the accreditation process and associated requirements. Having had this experience with the faculty and staff, they felt that similar efforts to bring students on board would have hindered the progress of their self-analysis. They did however, work extensively with school district experts to refine and finalize the DRSLs prior to introducing them as a final product. Taylorsville has identified as an action in their Action Plan the need to create rubrics to evaluate their success in integrating the DRSLs into curriculum and the school environment. They are also initiating a work group to align the actions in the plan with the DRSLs.

There is a clear relationship between the DRSLs, mission, and beliefs, however, the visiting team found a number of the faculty viewed each one as a separate document. The school needs to work to clear up this misconception.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The staff has worked collaboratively within departments to determine clearly defined standards. Through the self-study the school became aware that they believed teachers were meeting the Core Curriculum goals. The school has used results from CRT and ATE testing to assess this area and the NSSE survey. The recommendation of the school to reassess this area after the implementation of the district teacher evaluation program is applauded. It will provide the school, community and each teacher with greater knowledge to determine curricular alignment. This area will be further strengthened as each department implements the actions in the Action Plan to assign faculty the task of matching curriculum to the state core.

The school indicated through group meetings with the visiting team that the DRSLs included the Utah Life Skills. While each department has addressed the DRSLs in their analysis, there is not a direct correlation between their conclusions and each individual DRSL. Action Plans do not specifically address a direct correlation to the DRSLs. Taylorsville identified that their Action Plan has many areas that need improvement. They consider this a baseline, “work in progress” and identified to the visiting team their plan to review the Action Plan to insure that actions are measurable and to align the actions with the DRSLs. At this time the Action Plan is a first draft. Along with the rubrics to evaluate progress on the

DRSLs, this realignment will make it easier to evaluate the degree of implementation of the Utah Life Skills.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

At this point in the self-study it appears evident that the faculty and administration are dedicated to the continued development of their curricula to focus on the school's desired results for student learning. The greatest support appears to come through the departments, which have collaborated within their individual subject areas. Each department supports the school DRSLs; however, it is not always clear how individual teachers' curricula focus on the desired results for student learning agreed on by the faculty and administration. The class visits provided some evidence of cross-curricular involvement. Class visits were limited by the time constraints of the two-day visit. The visiting team may have witnessed very different results if time were available for more extensive visits to classrooms. Projected actions by the school will clarify this area during future visits.

The Visiting Team appreciated the candor of the various groups who recognized that the next step in this process will be the alignment of department curricula with a schoolwide action plan based on the school DRSLs. It is the recommendation of the Visiting Team that the Curriculum Development Focus Group continue to meet and give input. It is also recommended that feedback from all stakeholders (parents and students) be a part of the ongoing process.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The school is exploring different ways of implementing technology into its instructional design. The school offers workplace competency programs.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Avenues of professional development are being investigated to strengthen this area, including "Backwards Design," ESL training, and REACH training. Teachers reported making accommodations for ESL, special education, and 504 students. The school also offers after school remediation for failing students and the Shield program for at-risk students.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The school offers support of student learning through the Shield program to provide additional academic support for at-risk students. The school utilizes peer tutors, and most teachers reported being available for tutoring before or after school.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Individual teachers have been responsible for developing their own assessment tool(s) to evaluate student performance. There is no schoolwide system in place that addresses assessment. Taylorsville is concerned with the entire assessment area and is in the process of implementing an action in their Action Plan to provide professional development to their faculty on “Backwards Design” at the beginning of SY 04-05. This will impact areas “c” and “b” below as well, in a very positive manner

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

No formalized process currently exists to examine how the teachers at this school develop assessments.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

According to a survey in the self-study, teachers are using assessment tools in a fair manner; however 52 percent of students surveyed felt that the assessment methods were unfair.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Through the self-study and visits with group leaders clearly, the administration has provided professional development programs, tried to align all improvement programs under the umbrella of accreditation, and been actively involved in the self-study process to support of the environment of teaching and learning. The administrative team realizes that not all elements are aligned yet and that there needs to be more work done in this area. The recommendation of the Visiting

Team is to continue to collaborate with all stakeholders to consistently work toward the achievement of the DRSLs.

The focus group report indicates a high level of interest from teachers in continuing with technological training and in a number of other areas. Actions to address this need have been developed by the Culture of Continuous Improvement and Learning Focus Group.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

The self-study shows some data collected and decisions made based on that data. The collected data provides the school with a good beginning toward understanding the academic needs of students in the school necessary to achieve desired levels of learning. Continued collection of data (i.e., pass/fail rate, attendance, discipline, etc.) would help the school better support its current decisions. Disaggregation of the data by gender, ethnic group, and grade level is also needed to make more effective final decisions and achieve better program implementation.

The action plan recognizes the need for continued data collection and the need to work collaboratively. The leadership has effectively used the “late start day” to have teachers work on data analysis. Future use of this time for collaboration between departments would allow for continued progress in making data-driven decisions.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Data has been collected from CRTs and other standardized testing, which has allowed the school to identify at-risk groups. The school is involved with a district-mandated plan that assesses achievement in literacy, numeracy, and support systems. The counseling center recently established a flow chart to map the pattern of class enrollment in math in order to monitor which course would be the most effective for each student. The Counseling Department also works with other school departments to determine the best placement for students.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Under the umbrella of the Community Council, the school has worked to achieve synergy and continuity among the various groups working within the school. Funds and actions associated with QTSA and Trustlands are entrusted to a sub-committee of council members to manage. Taylorsville has merged completion

of accreditation actions with QTSA and Trustlands projects, and the yearly Professional Growth and Evaluation plans required of each faculty member. Several members of the Community Council and QTSA committee are also members of the school's Building Committee. This provides continuity so that each group is aware of the actions of the others. To create continuity between focus groups and departments, the focus group chairpersons and department chairpersons are members of the Accreditation Management Team. Included on the above organizations are parent members (to include the PTSA president). This ensures that all groups associated with accreditation understand the process.

Nothing was addressed in the self-study about a safe environment, except for the NSSE survey that indicated this already exists. The school should address this concern as it updates its self-analysis. The Visiting Team's recommendation is that a dialogue be established between the focus groups and departments and among the departments themselves to approach this area.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources that align with the school goals, the achievement of the DRSs, and school improvement efforts?*

The leadership at Taylorsville High School is working very hard to support the accreditation process. Funds are allocated in areas that align with the school improvement plan.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school leadership has included focus group leaders and department head leaders to guide student learning. They have been actively involved in this process and they share responsibility for student learning.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The school is making a good effort to build working relationships within the school and with the school community. Departments have a good rapport and work well together. The administration and counselors have an "open-door" policy with students, parents, and teachers that seem to be appreciated by all stakeholders. The school is making an effort to keep parents involved and informed through the use of monthly calendar mailings and updating the grade reporting system. The School Community Council meets monthly, and members report that the school is responsive to their input. The PTSA functions extremely

well at the school. The PTSA president, in particular, is very involved with the school's administration, faculty, and staff. Steps are being taken by the school to maintain and expand business partnerships.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school offers parent-teacher conferences twice a year. Parents are included on most school committees. The school has a website and an Internet-based grading system. The school also has a phone system to remind parents of upcoming events, changes in schedules, etc. The counseling center meets with students yearly for SEOP meetings. They also have regular articulation meetings with colleges and universities. The school has a close relationship with Salt Lake Community College and many students are involved in the concurrent enrollment program. The Junior ROTC is another benefit the school has to offer. The Work-Based Learning Network establishes a relationship with businesses that facilitates the placement of student interns, as well as bringing speakers into classrooms.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

A survey on this subject was conducted by the focus group, and they found that there were limited opportunities for the majority of staff members to participate in professional improvement, although there seem to be many faculty members who want to develop their skills in technology and other school learning areas.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school has provided limited support in this area. To their credit, they are now creating and will use this committee to review the needs of this area.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard has been fully met.

Standard II – Student Personnel Services

This standard has been more than adequately met.

Standard III – School Plant and Equipment

This standard has been met.

Standard IV – Library Media Program

This standard has been fully met.

Standard V – Records

This statement has been fully met.

Standard VI – School Improvement (This is addressed in the self-study.)

This school is well on its way to viable and sustainable school improvement.

Standard VII – Preparation of Personnel

All personnel are adequately prepared. All educators are properly licensed and endorsed for their assignments.

Standard VIII – Administration

This standard is fully met.

Standard IX – Teacher Load

Teacher loads are excessive. Twenty-one teachers with loads exceeding 210 students were listed in the NAAS annual report (October 15, 2003). As part of the appeals process, the school reported that new hires at the beginning of the next semester, January 2004, were planned to decrease the number of excessive loads.

Standard X – Activities

This standard is fully met.

Standard XI – Business Practices

This standard has been fully met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

It is apparent that the school's departments have worked hard to create a list of items to address as an action plan. The focus groups have also created individual action plans for each of their areas. The Visiting Team found that the action plans do not reflect a unified schoolwide plan. A plan for critical areas of follow-up is described below. The school has acknowledged that its next step in the accreditation process is to develop a plan to measure and evaluate the proposed Action Plans.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The school appears committed to work on the proposed action plan. As addressed earlier, the school has identified the need to strengthen their Action Plan by aligning actions with DRSLs, making actions measurable, and by eliminating actions that are unnecessary or duplicative. They see this as a required part of the accreditation journey.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The school has created a management plan that incorporates completing actions from the Action Plan with QTSA and Trustlands projects, and Professional Growth and Evaluation Plans for each teacher. Their QTSA committee in conjunction with the administration and department chairs, will manage and prioritize actions, approve projects, and approve final completion of projects. This process effectively ties funding to complex projects and professional development to all projects. Additionally, it eliminates adding additional work to teachers and staff who are already busy educating students.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- It is obvious that this faculty has spent a great deal of time and effort on the self-study. Administration and faculty leaders have demonstrated strong leadership.

- It is evident that there is a highly qualified staff that sincerely cares for and nurtures students.
- The school is strongly supported by parents, who feel that their input is valued and used for improvement purposes through parent organizations. They value the open-door policy adopted by the administration.
- The school has very impressive support services for students. Thanks to recent additions in this area, support services continue to be a very positive addition to Taylorsville High School.
- The Counseling Department articulates with other departments through luncheon meetings. It is changing and adjusting to meet student needs.

Recommendations:

- Involve more stakeholders, including classified staff, community, and students, who have expressed a desire to be more involved.
- Collect additional data, disaggregate it (according to gender, ethnicity, and grade), and draw conclusions based on the data to drive the decision-making process. Types of data may include pass/fail rates, graduation rate, discipline records, attendance, information on cultural groups, GPAs, etc.
- Combine and simplify all action plans based on the schoolwide DRSLs, and make them measurable. (Schoolwide plans should drive the departments' plans to better align with the DRSLs.)